

# Quality Standards for Play Provision Framework Guidance

<b>Be Healthy Emotional Health</b>	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
An organisation that provides opportunities for children to explore their own identity and the identity of others			
<b>4 Excellent</b>	The organisation provides a wide range of props and opportunities, and children are free to play imaginatively and to explore their own identities in their own way.	The organisation regularly updates things such as dressing up clothes, accessories, fabrics, make-up, role-play equipment etc. These are freely available for children without them having to ask. Material reflects different cultures, jobs, fantasy roles, disability awareness etc.	
<b>3 Good</b>	The organisation provides a wide range of props and we provide activities that will encourage children to explore their own and others identities.	Dressing up clothes, accessories, fabrics, make-up, role-play equipment etc are available when sessions are planned e.g. theme of space; lots of props available for free use	
<b>2 Basic</b>	The organisation provides activities for children to explore their own and others identities	Props related to specific activities are occasionally available e.g. festival and holiday celebrations	
<b>1 Starting</b>	The organisation listens to children when they talk about who they are and who they'd like to be	Staff discuss with children about their lives and their plans for the future	
<b>0 Absent</b>	The organisation did not provide for this	Staff talking with children is limited regarding instructions about using the setting	
An organisation that provides opportunities for children to express their emotions and develop emotional awareness	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
<b>4 Excellent</b>	An organisation that supports the expression of all emotions that do not cause harm to self or others and help children to understand and deal with their own emotions safely and the effects these have on others	The provision of space, materials and atmosphere is one that allows children to express the whole range of emotions without harming others. Staff who help children express emotions about their feelings	
<b>3 Good</b>	An organisation that acknowledge that children have a range of emotions and provides a wide range of activities that allow for the expression of emotion in a controlled way.	The provision of space, materials and an atmosphere that allows children to express the whole range of emotions without harming others available when planned within an organised activity.	

		E.g. "How do you feel when?" etc.	
<b>2 Basic</b>	An organisation that encourages the expression of emotion within the rules of the provision.	There is little opportunity for the expression of difficult emotions. Staff follow rules when helping children with their emotions.	
<b>1 Starting</b>	An organisation that encourages the expression of positive emotion.	Staff pick up and comment on children being nice to each other	
<b>0 Absent</b>	An organisation that tries to suppress extreme emotion	Evidence of rules and regulations that attempt to control emotional expression	
An organisation that supports children to create and explore their own play experiences and enhance their self esteem	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
<b>4 Excellent</b>	The provision is based around the free play of children. The organisation provides an environment and props for them to organise themselves in their own way. They are there to support their play in whatever way they want to.	Props, materials and equipment are freely available for children's use in any way they choose as long as it does not harm other children. Staff are reactive to play cues. They are reflective practitioners and observe to see which types of play are being engaged in.	
<b>3 Good</b>	Children are always free to devise their own play if they do not want to join in the organised activity that they have helped to plan.	There are organised activities but children have access to props, materials and equipment if they do not want to join in. Staff supervise and are reactive to play cues.	
<b>2 Basic</b>	The organisation involves children in planning a programme based on their own ideas.	All planning relates to specific activities that the children have requested or demonstrated that they would like	
<b>1 Starting</b>	The organisation devises a programme that allows time for some free play.	The programme shows that at certain times children can choose their own games or play	
<b>0 Absent</b>	The organisation tries to occupy the children with a programme of activities.	A programme of activities is available	
An organisation that shows respect to each child	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
<b>4 Excellent</b>	The organisation values the unique contribution each child makes to the provision and strives to have a warm and friendly relationship based on mutual respect.	Children are not all expected to behave in the same way. Positive images are part of the environment and are constantly monitored and reviewed Staff adapt to each child's individuality and show equal respect and interest Staff are positive role models	May not be relevant for non staffed provision
<b>3 Good</b>	The organisation sees each child as a individual and tries to provide positive images as a mark of respect to them.	Children are not expected to behave in the same way. Positive images are present in the environment	
<b>2 Basic</b>	The organisation listens to all children taking into account their feelings and ideas.	Staff are active listeners and try to involve individual children's feelings and ideas	
<b>1 Starting</b>	The organisation tries to get to know	When activities are planned, staff plan with	

	each child individually and ignores any differences.	individual children in mind	
<b>0 Absent</b>	The organisation caters for the whole group of children, not for individuals.	When activities are planned, staff plan for an average child	
<b>Be Healthy Physical health</b>	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
An organisation that provides an environment where children can be physically active indoors			
<b>4 Excellent</b>	The organisation have adapted, or have dedicated, space indoors where children are free to be physically active and provide props and opportunities to support this.	There is separate space available indoors for children to be physically active at any time they choose. They provide; parachutes, trampoline, dance mat, sports equipment etc. There is a range of different co-operative and competitive activities organised for children who choose to participate	May not be relevant for non staffed provision
<b>3 Good</b>	The organisation have adapted, or have dedicated, space indoors where children are free to be physically active.	There is separate indoor space available for children to run around, play games, be physically active etc. at any time they choose	
<b>2 Basic</b>	The organisation provides a wide range of physical activities for children to play indoors.	There are regular and varied organised physical activities and games are provided	
<b>1 Starting</b>	The organisation provides limited physical activities indoors.	There are occasional indoor physical activities provided, such as a bouncy castle or sports day	
<b>0 Absent</b>	The organisation does not provide for this	Rules prohibit physical activity indoors or see it as 'unsafe'	
An organisation that provides an environment where children can be physically active outdoors	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
<b>4 Excellent</b>	The organisation has accessible space outdoors where children are free to be physically active whenever they want and provide props and opportunities to support this.	There is safe access to outdoor play area(s) that are freely available for children to come and go There is the provision of a wide range of freely available outdoor equipment and materials e.g. basketball hoops, skipping ropes, hoops, planks, tyres, crates, props, rope, balls, bats, den props etc. Range of different co-operative and competitive activity organised for children who choose to participate	
<b>3 Good</b>	The organisation has access to outdoor space where children are free to be physically active when they are able to	Children are either taken to outdoor space or children have to wait for specified times to use an outdoor space for physical activity.	

	organise supervision. They provide props and opportunities for this.	A range of different equipment and materials for use is available e.g. basketball hoops, skipping ropes, hoops, planks, tyres, crates, props, rope, balls, bats, den props etc.	
<b>2 Basic</b>	The organisation provides a wide range of physical activities for children to play outdoors.	There is a programme of outdoor physical activities as part of session planning	
<b>1 Starting</b>	The organisation provides limited physical activities outdoors.	Occasional planned physical activity when the weather is suitable e.g. use of outdoor area in dry weather, trip to local park for sports as part of programme	
<b>0 Absent</b>	The organisation does not provide for this	Rules prohibit physical activity outdoors or see it as 'unsafe'	
An organisation that promotes active play	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
<b>4 Excellent</b>	The organisation recognises the role of both free play and structured physical activity. They also actively promote this through their provision.	There is excellent indoor and outdoor provision for physical activity Children organise their own active play sessions, seeking support when required	May not be relevant for non staffed provision
<b>3 Good</b>	The organisation recognises the role of structured physical activity. They also promote this through our provision.	There is good indoor and outdoor provision for physical activity. There is careful planning of specific physical activity and sport to help develop fitness, strength, suppleness, stamina, hand eye co-ordination etc. Planning includes the involvement of trained physical activity staff to lead sessions	
<b>2 Basic</b>	The organisation have an active play section in our policies and promote this in their literature	There is recognition of the importance of and promotion of active play and some planning to support this.	
<b>1 Starting</b>	The organisation has some active play sessions that they promote.	Planning includes limited and specific active play sessions	
<b>0 Absent</b>	The organisation does not do this.	There is evidence of children repeatedly carrying out passive activity e.g. watching TV or playing on computers	
<b>Be safe Emotional safety</b>	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
An organisation that creates an environment and atmosphere that will help to make children feel emotionally safe			
<b>4 Excellent</b>	Children appear relaxed and balanced in the setting, which feels safe. The organisation regularly reviews this. The	Staff seem to constantly observe the children and how they use the provision. They reflect upon what they see and hear both formally and	

	organisation use appropriate strategies for confronting, undermining, bullying, violent or threatening behaviour. The organisation are always available to listen to the children	informally. They respond sensitively to situations. They are sensitive to the way children feel and see it as their role to be available for the children in whatever way they are needed. They listen well and help children to feel emotionally safe.	
<b>3 Good</b>	Children appear relaxed in the setting, which feels safe. The organisation regularly reviews this through meetings and by listening to children.	Staff support positive behaviour and respond in a non-threatening way to difficult behaviour. Meetings always include discussions on how children have appeared to feel in the setting and whether it appears safe emotionally	
<b>2 Basic</b>	The adults are friendly and approachable and the provision is based around the needs of the children. The organisation use appropriate strategies for managing children's behaviour	Staff support positive behaviour and respond in a non-threatening way to difficult behaviour	
<b>1 Starting</b>	The organisation are welcoming to children and follow their child protection procedures	If a child makes a disclosure of feeling unsafe, all workers are able to listen and respond	
<b>0 Absent</b>	The organisation are not aware whether children feel emotionally safe in their environment	Staff appear unconfident or embarrassed when communicating with children	
An organisation that where staff take children's concerns seriously and act on them appropriately	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
<b>4 Excellent</b>	The organisation listen carefully to children's concerns, in a way that will not belittle or ridicule the child and will not create further problems.	Staff show active listening to children e.g. not to just what is being said, but also why it is being said. Staff ask open, rather than closed questions, Staff regularly reflect upon each others play work practice and changes are made to suit children	May not be relevant for non staffed provision
<b>3 Good</b>	The organisation listen to children's concerns and act on them where necessary and following their policies and procedures	Staff and colleagues regularly assess each others practice by observing and asking questions about appropriate policy and procedures and how the staff responds to children's concerns	
<b>2 Basic</b>	The organisation listen to children's concerns and discuss them with the leader if they think the child needs help	Staff regularly assess which concerns they would discuss with the programme leader. Records of concerns are reflected upon and responded to	
<b>1 Starting</b>	The organisation tries to be aware of children's concerns if they are stopping them having a good time	Staff listen to children if they appear upset or unhappy	
<b>0 Absent</b>	The organisation does not consider it to be their job to respond to children's	Staff listen to children if they disclose issues in relation to child protection	

	concerns, other than child protection issues.		
An organisation that actively ensures that children are safe from emotional harm	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
<b>4 Excellent</b>	The organisation regularly reflects on their interventions and the experiences of the children to ensure that they are not inadvertently harming children emotionally.	Staff recognise the children's right to make their own choices. They help children with strategies to behave assertively and to respond safely in difficult situations. They help children to understand safe and unsafe situations. This is done in planned and unplanned ways e.g. Role plays, imaginative free play, discussions, books, leaflets, visiting experts such as, police, wild-life rangers, fire officers, drug counsellors etc.	May not be relevant for non staffed provision
<b>3 Good</b>	The organisation supervises carefully and report concerns to the leader. The organisation listens to children and are aware of their own and other staffs behaviour and report any concerns to the leader.	Staff up to date with personal safety information and prepared to discuss safety with children Posters are displayed and leaflets are available for children	
<b>2 Basic</b>	The organisation supervises carefully and reports any concerns if they think children are being teased or bullied.	The police and fire service are invited in to discuss personal safety with children.	
<b>1 Starting</b>	The organisation supervises carefully.	An approachable caring attitude is demonstrated by staff who greet children by name and ask what's wrong if children look worried	
<b>0 Absent</b>	This is not an area that the organisation appears to have considered	Staff talk with children is limited to instructions about using the setting	
An organisation where staff intervene sensitively	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
<b>4 Excellent</b>	The organisations staff respond appropriately to children's play cues. They take a problem solving approach if they have to intervene in children's affairs. They try to help the children sort things out for themselves.	The team of staff see themselves as reflective practitioners. Each member of staff is happy to give and receive both negative and positive feedback about the way they behave in the setting from children and other staff. This is seen as an important way to ensure that the children are experiencing excellent service from the staff and to know how each member of staff's behaviour affects others.	May not be relevant for non staffed provision
<b>3 Good</b>	The organisations staff observe what is going on and intervene in response to a play cue or if they think the children cannot sort things out for themselves	All concerns are reported to the programme leader. Staff understand and follow their duty of care and understand and know how to safeguard children in the widest sense	
<b>2 Basic</b>	The organisations staff intervene to help	Teasing/bullying is not tolerated and each	

	children have better play experiences or if behaviour needs sorting out.	member of staff knows the procedure for reporting more than one occurrence	
<b>1 Starting</b>	The organisations staff intervene if children are not following the rules or if children are not playing well	Teasing/bullying is noticed and workers are able to intervene as part of activities	
<b>0 Absent</b>	The organisations staff are in charge. It is their job to take responsibility for sorting everything out.	Staff discussions with children is limited to instructions about using the setting. Child to child relationships are ignored or not commented on	
<b>Be Safe Physical safety</b>	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
An organisation that balances health and safety considerations against the children's need to develop their own risk taking skills			
<b>4 Excellent</b>	The organisations health & safety policy incorporates this consideration. The organisation understands the need for graduated opportunity for children to take risks and they provide for this.	Staff understand children's play and don't interfere. They only get involved if children invite them by their cues or if there is a problem that children need help with solving, They help children to solve the problem rather than doing a 'quick fix' e.g. if there is an escalating argument about whose turn it is to use a piece of play equipment the member of staff will ask the children for ideas on how this can be fairly solved.	
<b>3 Good</b>	The organisations environment offers some graduated opportunity for children to take risks	Staff undertake training/experience in responding to play cues. If there is an argument, staff observe to see if children can resolve the issue themselves	
<b>2 Basic</b>	The organisation is aware of children's need to develop their own risk taking skills. The organisation are trying to develop graduated opportunities for this to happen	Staff have a clear idea of their role as facilitators rather than leaders in children's play and interactions	
<b>1 Starting</b>	Safety is the organisations main concern, but children have some limited opportunity to assess minor risks in controlled activities.	Staff do not wait to be asked to intervene if there are issues in children's play	
<b>0 Absent</b>	Safety takes precedence over everything else. Children do not get opportunity to develop their own risk taking skills.	Staff make decisions at all times	
An organisation that actively ensures children are safe from physical harm	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
<b>4 Excellent</b>	The organisation carry's out and records	Staff have a clear understanding of the	

	regular and thorough risk assessments on the environment and activities and always carry out all the agreed measures to counteract potential harm. The organisation discusses these on a regular basis	difference between a risk and a hazard. Risk assessments are seen as tools for putting the right safety strategies in place not for preventing a whole range of play opportunities from happening. Reflection on risk assessments and their measures and children's involvement in risk is a part of every formal meeting and constantly reflected upon to ensure safety for the children.	
<b>3 Good</b>	The organisation carry's out and records regular risk assessments on the environment and activities and carry out the agreed measures to counteract harm	Risk assessments of the whole provision are recorded and reviewed on a regular basis to ensure the agreed measures are working and not preventing children's free play	
<b>2 Basic</b>	The organisation carry's out risk assessments on specific activities to ensure they are safe	Staff are able to make risk assessments on activities they lead	
<b>1 Starting</b>	The organisation uses some standardised risk assessments that are part of our health and safety policy	Trips and water play have risk assessments carried out	
<b>0 Absent</b>	The organisation has not risk assessed all areas of their provision.	Risk assessments are not available	
<b>Enjoy and Achieve</b>	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
An organisation where the play setting changes in line with children's needs			
<b>4 Excellent</b>	The organisation understands children's needs. The children are allowed to adapt the environment to suit their own needs.	Staff understand how children and their play develop. They are sensitive to the types of resources and general atmosphere that is needed to enable children to play at their own level e.g. cutting implements will range from safety scissors to craft knives. Specific activities will be open ended so that children can adapt them for their own purposes and the children can change areas of the provision at will e.g. dens can be made inside, under tables, and constructed from string and old sheets.	
<b>3 Good</b>	The organisation regularly changes the environment in line with the children's observed needs for new experiences	The children are not allowed to change the environment, but their need for graduated opportunities is reflected in the environment	
<b>2 Basic</b>	The organisation changes the environment from time to time in order to offer new experiences	Occasional changes are made to the environment to offer new opportunities	
<b>1 Starting</b>	The organisation plans a range of different things which sometimes requires the environment to be changed	Changes to the environment are only made in line with specific newly planned activities	
<b>0 Absent</b>	The organisation organises the setting	The environment is static	



	into areas into which they plan activities.		
An organisation where children are supported in creating and achieving their own goals	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
<b>4 Excellent</b>	The organisation provides a stimulating environment. The organisation also provides opportunities for children to extend their own chosen skills and abilities where appropriate.	The main role of the staff is seen as providing a stimulating environment and materials for children to play freely in, in whatever way they choose. The children are in control of the purpose and content of their play. There are no external outcomes to be achieved. Specific opportunities for skill acquisition will be provided as part of the graduated opportunities. e.g. particular children would like opportunity to play a range of racket sports, use a sewing machine etc.	
<b>3 Good</b>	The organisation is aware of children's play and supports them where deemed to be necessary to achieve their own goals	The staff observe and listen as part of their reflective practice and become aware and intervene when children need support to achieve their own goals e.g. a child needs help cutting some cardboard, learning new rules for a card game.	
<b>2 Basic</b>	Children are involved in planning the provision which takes account of their goals	Discussing children's goals leads to specific planning e.g. to increase their skills in an area of play	
<b>1 Starting</b>	Children are consulted about what they want to do at the provision	Questionnaires, flip chart with ideas and whole group discussion are used to find out what children want to do at the session/play scheme	
<b>0 Absent</b>	The organisation plans a programme of activities with specific outcomes in mind.	The programme is agreed and published in advance by staff	
An organisation that creates an environment offering opportunities for exploration, experimentation, repetition and thinking.	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
<b>4 Excellent</b>	The organisation provides an environment and a regularly updated, wide variety of materials that will stimulate children to explore and experiment if they wish to. Their time is their own to use how they like when they are in the setting.	The environment is well planned for play e.g. an environment that creates mess and dirt; availability of loose parts and props; style of supervision and intervention that doesn't interfere with children's play.	
<b>3 Good</b>	The organisation provides materials that are freely available for the children to explore and experiment and repeat things with. Thinking time is freely available.	The environment may not be well thought out but props, loose parts and materials freely available for children to play	

<b>2 Basic</b>	The organisation activities are planned to allow for exploration and experimentation and these can be repeated. Thinking time is freely available.	There is specific planning to allow for exploration e.g. themes such as 'Builders', and 'Watch Repairers'; sand and water trays; trips to wooded areas etc.	
<b>1 Starting</b>	The organisation offers an environment that has limited opportunity for exploration and experimentation. Some things can be repeated depending upon resources. Thinking time is usually available.	There are neatly set out areas with designated activities with specific outcomes in mind. Activities are changed regardless of involvement, although children do not have to participate	
<b>0 Absent</b>	The organisation offers an environment that is boring and does not offer opportunity for exploration, experimentation, repetition and thinking.	The environment is linear with bare tarmac / concrete if available There is a sparsely resourced room/hall with strict guidelines as to what may and may not be played and when	
An organisation where children appear happy and confident in the setting	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
<b>4 Excellent</b>	All children have a sense of ownership of the provision.	Children know about and have a say in virtually everything that goes on, including the way the place is organised and how resources are used.	
<b>3 Good</b>	Children appear happy and confident most of the time in this setting.	The atmosphere of the provision is happy and children are at ease. Children know what to expect and can make their own decisions about how to use the environment.	
<b>2 Basic</b>	The organisation responds to the perceived needs of children. Most of the children grow in confidence over time.	Staff do not check with children whether the provision is meeting their needs. They observe and respond without reflection	
<b>1 Starting</b>	The organisation tries to help children to feel happy in the setting. Some children are more confident than others.	Less confident children are supported to find ways to differentiate activities so they suit them better e.g. having choice of activities at all times	
<b>0 Absent</b>	It appears that the organisation feel this is not part of their job to help children feel happy. Over confident children are difficult to deal with.	Staff are prescriptive about how the setting must be used. There is an expectation of quiet and order in the setting	
<b>Make a positive contribution</b>	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
An organisation where children are encouraged to expect and show respect for themselves and others			
<b>4 Excellent</b>	All the children show respect to each other and to adults in the provision	Children play co-operatively and caringly. Children of different ages, races, cultures,	

	irrespective of other factors.	genders, groups, abilities interact with each other in a respectful and caring way. Children collaborate with playworkers. Mutual respect is shown by all	
<b>3 Good</b>	Children are encouraged to show respect to others and to themselves and the staff model self respect	Playworkers role model respect for others and self respect. They notice and praise respectful behaviour. Lack of respect by anyone is challenged	
<b>2 Basic</b>	The organisation expects the children to show respect to others and to themselves.	Respect is expected of the children without the playworkers necessarily showing respect to the children or to themselves	
<b>1 Starting</b>	The organisation goes through the rules with children and these include the need to show respect for others.	The rules require children to show respect and children are expected to follow the rules. Breaches are met with consequences	
<b>0 Absent</b>	Many of the children there are disrespectful. They do not show respect to the staff.	A list of punitive rules are evident and is used often	
An organisation where children are given opportunity to take responsibility	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
<b>4 Excellent</b>	Children can take responsibility for a whole range of things within the provision. It is their choice. They are not expected to be responsible.	Children are not made to take responsibility because the provision is there for them to play. However children may take responsibility for anything that they wish to at whatever level they are capable of Playworkers will support them if they are needed	May not be relevant for non staffed provision
<b>3 Good</b>	Children can opt for a limited range of responsibilities if they choose to do so.	Certain aspects of responsibility are made available for the children to take if they choose to. These are ones that are perceived to be appropriate for the children	
<b>2 Basic</b>	The children are allowed to choose responsibility, for certain aspects of the provision, as a reward for their commitment to the provision	Children who regularly attend and contribute to the provision are allowed to choose certain responsibilities; these are not available to all	
<b>1 Starting</b>	The organisation choose children to give responsibility to as a reward for good behaviour	Responsibility is seen as a reward for being 'good'	
<b>0 Absent</b>	You cannot trust children to take responsibility for anything.	Staff make all the choices and are responsible for all activity	
An organisation that creates an environment to facilitate play	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
<b>4 Excellent</b>	The organisation take a long term approach to the design of the play	The play environment evolves over time and changes frequently. Children control the	

	environment, involving children at every step	evolution of the play environment and they are involved in its design at all steps	
<b>3 Good</b>	The organisation listen to the needs of children when designing play environments, give feedback and explain their approach	Children are consulted in relation to the design of the play environment. They are given explanations about why it is like it is	
<b>2 Basic</b>	The organisation listen to the needs of children when designing play environments	Children are consulted about the design of the play environment	
<b>1 Starting</b>	The organisation know what works best based on their experience	Children are not consulted about the design of the play environment	
<b>0 Absent</b>	The organisation have a standard design for playgrounds that they use for most sites	The environment looks like a 'catalogue' playground	
<b>Led by the children</b>	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
An organisation where children make decisions about their own play and these decisions are respected			
<b>4 Excellent</b>	Children are in control of the 'what, why and how' of their play in this provision. Adults do not try and impose their adult ideas on the children.	Children determine the content and purpose of their play. The workers have not decided what they should do and what they will achieve. The environment and atmosphere fully support the play. Loose parts and affective play environments are available and implemented	
<b>3 Good</b>	Children choose what they play. The how is limited by the environment and available materials.	Children determine the content and purpose of their play but the environment does not fully support the play Staff attempt to compensate for deficiencies in the environment	
<b>2 Basic</b>	Children have choices about what they play within the scope of what is available. The how is controlled by the staff.	A list of possible activities is shared so children can vote on which to do Staff decide what is best based on an understanding of play development and play types	
<b>1 Starting</b>	Children are given a limited amount of input into planning for the provision	A list of possible activities is shared so children can vote on which to do; staff decide what is best	
<b>0 Absent</b>	We expect all children to participate in our planned activities.	The programme is agreed and published in advance by staff; children are expected to 'play' in certain ways at certain times	
An organisation where children are given choices related to most aspects of the provision	<b>Level</b>	<b>Examples</b>	<b>Comment</b>

<b>4 Excellent</b>	The provision is based on reflective practice and informal observation. In this way children's choices are known and understood. The organisation also provide a range of other ways in which children can participate and make their preferences and choices known.	Participation techniques are used to give children the widest possible opportunity of expressing their choices using methods that suit their individual needs, verbal and non-verbal. Children are consulted on all aspects of the provision and its planning All playworkers in the team are reflective practitioners and implement changes often	
<b>3 Good</b>	A wide range of participation techniques are used in order to gauge the children's choices related to most aspects of the provision.	Some participation techniques are used to give children the possible opportunities of expressing their choices using methods that suit their individual needs, verbal and non-verbal. Children are consulted on aspects of the provision at least quarterly	
<b>2 Basic</b>	Children are given choices related to their play, materials, snack and rules.	There is always a choice of craft materials and food so choices are made at each session. Children can suggest new rules or debate ones they don't agree with	
<b>1 Starting</b>	Children choose what they want to do from the opportunities available at any particular session	No-one has to do planned activities and there are always a wide range of activities to choose from	
<b>0 Absent</b>	It is not possible for children to have choices in this provision.	The programme is agreed and published in advance by staff; children are expected to 'play' in certain ways at certain times	
An organisation where children are involved in creating rules where they are needed	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
<b>4 Excellent</b>	Rules and boundaries are minimal, flexible and negotiated. They do not prevent the children from playing in their own way, but are there to enable everyone to have a good time and feel safe. They are reviewed as and when necessary.	Rules and boundaries are seen as positive and supportive of children's play not punitive. There are few rules and those that are there work because the children have ownership of them. The children have developed them with the playworkers. Rules only pertain to: - not preventing others from playing; safety of people and resources; respect for others.	
<b>3 Good</b>	The children are involved in negotiating the rules with the adults. They are regularly reviewed with the children	Small group discussions ensure all children get the chance to suggest rules Children can suggest new rules or debate ones they don't agree with	
<b>2 Basic</b>	The adults ask the children what sort of rules there should be and then these are written up by the adults to suit the requirements of the provision	Small group discussions ensure all children get the chance to suggest rules	
<b>1 Starting</b>	Children are shown the rules, which are devised by adults and asked if they want	Children can make suggested new rules through a suggestions box or whole group	

	to add to them.	discussion	
<b>0 Absent</b>	The rules are devised by adults and are imposed on the children	A list of punitive rules are evident and is used often	
<b>Leadership</b>	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
An organisation where staff apply principles of play work to the provision they offer			
<b>4 Excellent</b>	The staff clearly apply the new principles of play work to the organisations provision and shows a high level of skill in play work.	The playleader has read the principles of playwork, understands their implications for practice and is applying all of them. S/he is leading the team to work in a 'playwork' way and this will be evident in the provision of an excellent play environment and play opportunities and the intervention styles used	Not relevant for non staffed provision
<b>3 Good</b>	The staff apply most of the new principles of play work to the provision and shows skill in play work	The playleader has read the principles of playwork, understands their implications for practice but the play environment, play opportunities and intervention styles suggest a few of the principles are not currently being applied	
<b>2 Basic</b>	The staff apply some of the new principles of play work to his or her provision and shows some skill in play work	The playleader has read the principles of playwork, understands their implications for practice but only some of the new principles being applied	
<b>1 Starting</b>	The staff apply the old values of play work to their provision and shows skill in play work.	The playleader has a value base for playwork and applies the assumptions and values of playwork to practice	
<b>0 Absent</b>	The staff do not apply the principles of play work in their provision and does not show skill in play work	The worker in charge may work well as a child carer but shows no understanding of playwork	
An organisation where staff use good leadership skills to lead the service they offer	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
<b>4 Excellent</b>	The staff use good leadership skills to lead the work of the team. The staff are confident in their roles and know what they are doing.	The playleader is a confident communicator. S/he is a good listener and gives clear information. S/he is good at delegation, decision making, taking responsibility, motivating, giving and receiving feedback, handling conflict and supports the work of the team. The team are confident in their roles and know what they are doing.	Not relevant for non staffed provision
<b>3 Good</b>	The staff use many good leadership skills to lead the work of the team. Most staff know what they are doing.	The playleader is a good communicator. S/he is a good listener and gives clear information. S/he is good at delegation, decision making, taking responsibility, motivating, giving and receiving feedback, handling conflict and	

		supports the work of the team. Most of the team know what they are doing but with one or two areas that need further development	
<b>2 Basic</b>	The staff are beginning to use good leadership skills to lead the work of the team and the play work is improving	Initial signs of the team working well. The playleader is a good communicator. S/he is a good listener and gives clear information. S/he is good at decision making, taking responsibility, handling conflict and supports the work of the team	
<b>1 Starting</b>	The staff try to use good leadership skills to lead the play work team.	The worker in charge has ideas on how to improve their own team	
<b>0 Absent</b>	The staff do not use good leadership skills to lead the play work team.	All decisions are made by the worker in charge. Other staff look to her/him for guidance in all matters	
An organisation where staff use team work skills to create a good team	<b>Level</b>	<b>Examples</b>	<b>Comment</b>
<b>4 Excellent</b>	The staff use teamwork skills and have created a good team. There is an empathetic, co-operative and friendly relationship between all the staff.	The play leader uses excellent leadership skills (level 4 above) and also uses a range of formal and informal strategies for getting the team to work well together. E.g. social events, regular team meetings, co-operative enterprises, work sharing, shared professional development opportunities, team building activities etc. The team recognise each others skills and play together	Not relevant for non staffed provision
<b>3 Good</b>	The staff use many teamwork skills and have created a team of staff who are working together.	The play leader uses skills (level 3 above) and also uses a range of formal and informal strategies for getting the team to work well together	
<b>2 Basic</b>	The staff are beginning to use teamwork skills to create a good team and the staff are beginning to bond.	There is little teamwork conflict but some evidence of the team working together	
<b>1 Starting</b>	The staff try to use teamwork skills to create a good team. These are not yet working.	There is team conflict that the leader is trying to overcome by using teamwork strategies. Some workers are doing own thing	
<b>0 Absent</b>	The staff do not use good teamwork skills to create a good team.	This is open team conflict, with no sense of teamwork. Everybody is doing their own thing.	